

KYAE Common Core Standards

Unpacking Chart for Standards (Kindergarten)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RIK.1 With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer	Questions about key details	Text	Understand	<p>Students are given an information sheet about the adult education program and are asked to read it; they are told they can ask for help/support in understanding it.</p> <p>The students are asked to complete a section asking for their name, address, and phone number and to initial several places as an acknowledgment of understanding/agreeing with what they read, i.e., rules of conduct, attendance, regulations, parking instructions.</p>

RIK.2 With prompting and support, identify the main topic and retell key details of a text.	<p>With prompting and support, identify</p> <p>With prompting and support, retell</p>	<p>Main topic</p> <p>Key details</p>	Text	Understand	<p>Students are given an information sheet about attendance in the adult education program and are asked to read it; they are told they can ask for help/support in understanding it.</p> <p>The students are told it is important that the information has been shared in a way that everyone understands. They are asked, "If you were to have to explain this information sheet to a new student, what would you say is the main topic? What are the most important details a person should know?"</p>
RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	With prompting and support, describe	Connection between two individuals, events, ideas, or pieces of information	Text	Analyze	<p>Students are given a syllabus for the adult education class in which they are enrolled. They are asked to read it; they are told they can ask for help/support in understanding it.</p> <p>The students are told it is important that the information about what will be covered in the class has been shared in a</p>

					way that everyone understands. They are asked, "How do you see these items are connected to one another?"
RIK.4 With prompting and support, ask and answer questions about unknown words in a text.	With prompting and support, ask and answer	Questions about unknown words	Text	Understand	<p>Students are given an article chosen from the local newspaper about upcoming events that will be taking place. They are asked to read it and are told they can ask for help/support in understanding it.</p> <p>After allowing the student time to read the article, ask if he has any questions about any of the words. Then choose two or three words about which you could ask questions. For instance, if the article indicates a drivers' education course will be held on Saturday, ask— "What word could be used in place of 'course' in this sentence?" Another example, "What does it mean that a helmet is required?"</p>
RIK.5 Identify the front cover, back cover, and title page of a book.	Identify	Front cover	Book	Remember	Select a children's book. Present this scenario: "You are going to share this book with your child [or grandchild, niece,

		Back cover Title page			or nephew]. You want the child to know the correct words for the parts of the book. What would you tell them to call this part of the book?" [Point to the front cover, back cover, and title page.]
RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Name Define	Author Illustrator Role of author Role of illustrator	Text	Remember	Select a children's picture book or illustrated text. Hand it to the student and ask, "Who is the author of this book?" Ask, "What does an author do?" Ask, "Who is the illustrator of this book?" Then ask, "What is the job of an illustrator?"
RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With prompting and support, describe	Relationship between illustrations and the text	Text	Understand	Select a very short newspaper article about a recent event. In fact, you may present the student with a photo and caption giving details about the photo. Ask the students to read the article/caption and look at the illustration. The students are told they can ask for help/support in understanding what they are asked to read.

					Ask, "How does the picture help describe what is written in the article/caption?"
RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.	With prompting and support, identify	Reasons	Text	Remember	The students are given an informational article/brochure and are asked to read it; the students are told they can ask for help/support in understanding it. An example of such a brochure or article would be one with reasons for brushing one's teeth. Ask the students, "If you wanted to tell your child [grandchild, niece, or nephew] the reasons we brush our teeth, what would you tell him/her?"
RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify	Similarities Differences	Two texts	Analyze	The students are given two grocery ads and are asked to read them; they are told they can ask for help/support in understanding them. Ask, "What is alike in the two ads?" "What differences do you find?"
RIK.10 Actively engage in group reading activities with purpose and	Engage	Group reading activities		Understand	Select a short article [preferably with a picture]

understanding.

about an item of interest from the local newspaper. Gather a small group of students and ask them to read the article so that you can discuss it together as a group. Read the article aloud to the small group and ask them to mark something that is interesting to them. Ask students to share with a partner what they found interesting.

KYAE Common Core Standards

Unpacking Chart for Standards (1st Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI1.1 Ask and answer questions about key details in a text.	Ask and answer	Questions about key details	Text	Understand	Select the television listings for one evening from the local newspaper. Allow the students to read the listings. Ask if there are questions about the listings. Ask, "If you had time to watch a show on this day, which would you choose from those listed?" Choose one listing and ask the learner the time that particular show could be viewed.
RI1.2 Identify the main topic and retell key details of a text.	Identify Retell	Main topic Key details	Text	Understand	Present a notice written for students that details an upcoming change in class hours or days that the students need to be aware of. (Perhaps the program will be closed for a holiday or professional development meeting.) Ask the students to identify the topic of the message and the details presented.

RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe	Connection between two individuals, events, ideas, or pieces of information	Text	Analyze	Present a calendar of events, perhaps from the local library. Ask questions that would help you understand that the students understand how two events are connected. For instance you might ask, "To which events would I want to take my 6-year old granddaughter?" or "What connection do you see between the event on Monday and the event listed for Thursday?"
RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask and answer Determine/Clarify	Questions Meaning of words and phrases	Text	Understand	Select a recipe with broad appeal and with a few words that could be unfamiliar. For example, the recipe might have the word "sear," "blanch," or "simmer." Ask students to read through the recipe to see if there are any words they would want to learn more about before cooking that recipe. Then ask students to describe how they would prepare the recipe.
RI1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use	Text features (headings, tables of contents, glossaries, electronic menus, icons) Key facts or	Text	Apply	Provide a local phone book and ask the student how they would find the number for Robert Smith. Students could also be asked how they would find the phone number for a local flower shop if they did not know the name of one. The students would be learning the use of the alphabetical listing of names in the residential section and the subject listings in the

	Locate	information			yellow pages.
RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Distinguish	Information provided by pictures or illustrations and information provided by words	Text	Analyze	Present the students with a document that shows how to assemble a bookcase (http://www.dannylipford.com/how-to-assemble-a-bookcase/), how to change oil in a car (http://www.wikihow.com/Change-the-Oil-in-Your-Car), how to hard-boil an egg (http://www.wikihow.com/Hard-Boil-an-Egg) or something similar. Ask, "Do you understand the how-to better when you have just the pictures or illustrations or just the words? What difference is there for you?"
RI1.7 Use the illustrations and details in a text to describe its key ideas.	Use	Illustrations and details	Text	Apply	Select a comic or comic strip from the newspaper and ask the student how they might explain the point of it to someone (their child or grandchild, perhaps) who did not understand it.
RI1.8 Identify the reasons an author gives to support points in a text.	Identify	Reasons	Text	Remember	Present a brochure or advertisement from a cellular phone service provider and ask the students to find the reasons given that would make them want to sign a contract with that provider.

RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify	Similarities, differences (illustrations, descriptions, procedures)	2 texts on the same topic	Analyze	Present the students with advertisements from two car dealerships. Ask them to identify similarities and differences in the two ads/businesses.
RI1.10 With prompting and support, read informational texts appropriately complex for NRS Level 1.	(With prompting and support) Read		Informational texts	Remember	Provide a store or grocery circular or advertisement for the students to read.

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Unpacking Chart for Standards (2nd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer	Questions	Text	Understand	Select an article from the local newspaper about a recent sports event. Ask the students to read the article. Ask if they have any questions about what they read. Then ask questions to ascertain that they have understood the <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> of the article.
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify	Main topic Focus of specific paragraphs	Multiparagraph text	Understand	Select a weekly note or classroom newsletter from a child's teacher. Ask the students to read the newsletter. Then ask, "What is the main idea that the teacher is trying to convey to the parents?" Then ask, "What is the point of the first paragraph?" "What about the second paragraph?" What do you think the teacher is trying to let the parents know in the last paragraph?"

RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe	Connection (between series of historical events, scientific ideas or concepts, steps in technical procedures)	Text	Analyze	Provide the instructions for loading a piece of software or setting up a video game system. Ask the students to describe how the steps are connected in setting up the system or in loading the computer software.
RI2.4 Determine the meaning of words and phrases in a text relevant to a NRS Level 2 topic or subject area.	Determine	Meanings of words and phrases	Text	Understand	Provide a menu from a local restaurant. Ask the students to read the menu. Ask if there are any questions about any of the foods that could be purchased. Ask questions to determine if the student understands selected words and phrases. For instance, "Would you rather have the broiled or fried flounder?" Then ask, " Why?" or "After reading this menu, would you rather have the special nachos or the regular nachos?" Then ask, "Why?"
RI2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,	Know and use	Text features	Text	Apply	Bring the want ads from the local paper. Ask students to find the section that lists

electronic menus, icons) to locate key facts or information in a text efficiently.	Locate	Key facts or information			apartments for rent. Ask students to determine if there is a section for furnished apartments.
RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify	Main purpose	Text	Understanding	Select a notice from a local utility company (electric, gas, cable) explaining a rate hike or work to be done in the neighborhood. Ask the students to read the notice. Ask, "What is the purpose of this notice? What does the company want you to know?"
RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Explain	How images contribute and clarify	Text	Understanding	Provide the directions from the user's manual for clearing a paper jam from the office copy machine. Ask, "How does having the diagram in addition to the words in the text help you understand how to clear the paper jam?"
RI2.8 Describe how reasons support specific points the author makes in a text.	Describe	How reasons support	Text	Analyze	Provide an article from the local news about a controversial community issue (for example, restaurants becoming smoke free) and ask students to read the article. Ask the students to look for the reasons cited and ask, "How do those reasons support the writer's view?"

RI2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast	Most important points	Two texts on the same topic	Analyze	Select two articles written about the same topic of current interest. (One might be from the local newspaper and one from a Web site.) For instance, an upcoming election and who is leading the race would be a topic to consider.
RI2.10 Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 2 proficiently.	Read and comprehend		Informational texts (history/social studies, science, technical texts)	Understand	Provide a brochure or information from the Web site of a state or national park or historical attraction. For example, information (Things to Know Before You Come) can be obtained for a visit to Abe Lincoln's birthplace or Mammoth Cave National Park from the Web sites. Ask, "Why would you like to visit this site?"

KYAE Common Core Standards

Unpacking Chart for Standards (3rd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer	Questions (that can be explicitly answered on the basis of text)	Text	Understand	Present the return policy information (obtained from their Web site) from a company doing business online. (For example, this might be from staples.com, walmart.com, or amazon.com.) Ask students to read the policy information. Ask if there are any questions about the company policy. Then ask questions to ensure their understanding.
RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine Recount Explain	Main idea Key details How details support the main idea	Text	Understand	Present the students with a note from a child's teacher or school detailing the procedure that must be followed to enter the school and serve as a volunteer in the classroom or go on a field trip. Local schools have policies and procedures for securing background checks for those who want to participate. Ask the students

					to read the document. Ask, “What is the point of this document?” “What steps need to be followed?” “Why is this procedure necessary?”
RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Describe Use	Relationship (between events, ideas or concepts, steps in a procedure) Language pertaining to time, sequence, cause/effect	Text	Understand	Present an information sheet from a doctor or dentist describing an upcoming procedure—tooth extraction, tooth implant, blood work, or outpatient surgery. Ask the students to read the information and ask if there are questions about the procedure. If necessary and to ensure that the students understand, ask questions that relate to time, sequence, and cause/effect. For instance, “How long must you go without food before your blood is drawn?” “What would happen if I ate breakfast before the appointment?”
RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to an NRS Level 2 topic or subject area.	Determine	Meaning of words and phrases (general academic and domain-specific)	Text	Understand	Provide a manufacturer’s coupon. Ask the students to read the coupon. Then ask if there are words that are unfamiliar. Through questioning, determine if the students are familiar with words like retailer,

					reimbursement, restricted, prohibited, and void.
RI3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Use	Text features Search tools	Given topic	Apply	Ask students to go to www.Wonderopolis.org and search for a Wonder of the Day® for a particular topic to share with their child or grandchild. For instance, they might like to find something related to health and nutrition or financial literacy. They could search for a Wonder about budgeting, taxes, or how a \$1 bill is made. They might wonder what their best after-school snack is or how many peanuts are in a jar of peanut butter. The use of the right sidebar will link them to the archived Wonders.
RI3.6 Distinguish their own point of view from that of the author of a text.	Distinguish	Point of view	Text	Analyze	Provide a review of a current movie and ask the students to read it. Then ask how they liked the movie and if they felt the same as the reviewer.
RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key	Use	Information (from illustrations and words)	Text	understand	Select an article with illustrations. For example, an article on how to plant a tree or how to prune a tree can be obtained from www.treehelp.com . Ask the

events occur).					students to read the article. Ask questions to determine that the students understood the key points.
RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Describe	Connection between sentences and paragraphs	Text	Analyze	Provide a copy of the directions for how to set the date and time of the clock in a car. Ask the students to read the directions. Ask questions that would elicit the order for the steps to occur. For instance, "What is the first thing that must be done?" "What is the second step?" "What would happen if...?"
RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast	Most important points and key details	Two texts on the same topic	Analyze	Provide two articles written about the same topic. For example, find two articles on the importance of drinking water. (Google "importance of drinking water" to find several articles to choose from.) Ask the students to read each article and ask them to find similarities and differences in the two. The focus should be not only on the main point but the key details as well.
RI3.10 Read and comprehend informational texts, including history/social studies,	Read and comprehend	Informational texts	Informational texts	Understand	Access the Web site for the Louisville Science Center at www.louisvillescience.org

science, and technical texts, of appropriate complexity for NRS Level 2, independently and proficiently.			(history/social studies, science, technical texts)		Ask students to read about the current exhibits and IMAX film features. Ask which of the exhibits and/or films they would enjoy seeing and why.
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KYAE Common Core Standards

Unpacking Chart for Standards (4th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to	Details and examples (explaining what text says explicitly and drawing inferences from text)	Text	Analyze	Provide an article for the students to read. An example would be this article about growing tomato plants. http://gardening.about.com/od/growingtips/tp/Tomato_Tips.htm Ask the students to read the article and then ask questions to determine if they can refer back to the article to provide answers. Examples of questions to ask: “What can be used to heat the soil before planting tomatoes?” “How big do the pots need to be for starting tomato plants from seeds?”
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine Explain Summarize	Main idea Support of main idea by key details	Text	Understand	Provide an article from a magazine about a topic of interest to the students. For example, an article about organizing one’s garage can be found at http://tlc.howstuffworks.com/home/how-to-organize-a-garage.htm An article about getting organized for back-to-school can be found at http://www.hgtv.com/kids-rooms/back-to-school-organization/index.html Ask students to read the article. “When sharing what you just read, what would you say was the point of this article?” “Explain the points the author made to support that.” “If you had to give a one sentence summary of the article, what would you say?”

RI4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain	Events, procedures, ideas, Concepts	Historical, scientific, or technical text	Understand	<p>Provide a piece of historical, scientific, or technical text. For example, you might provide this piece about the history of Fort Boonesborough</p> <p>http://www.fortboonesborough.com/history.php</p> <p>or information from the KY Department of Fish and Wildlife Resources about stocking a pond.</p> <p>http://fw.ky.gov/farmpondinfo.asp</p> <p>Ask questions to ascertain if the students have understood the ideas or concepts presented based on specific information provided in the text. For instance, “Can I have my pond stocked with channel catfish?” “What is the fee for having my pond stocked?” or “How large is Fort Boonesborough State Park?”</p>
RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to an NRS Level 3 topic or subject area.	Determine	Meaning of general academic and domain-specific words or phrases	Text	Understand	<p>Provide written rules for a board or card game. Ask if there are words that are unfamiliar in the context of a game. For instance, in playing <i>Battleship</i> with a child or grandchild, consider the words fleet, destroyer, submarine, aircraft carrier. Ask, “Can you explain the difference?”</p>
RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a	Describe	Overall structure of events, ideas, concepts, information	Text	Understand	<p>Present this scenario or something similar: You are having trouble with your washing machine draining properly. You did a Google search to find out if you could trouble-shoot the problem. This is what you found:</p> <p>http://www.buzzle.com/articles/washing-machine-wont-drain.html</p> <p>(You might do a Google search for another article if this one is not available.)</p>

text.					Have the students read the article and describe how the ideas are presented. Are the easiest solutions presented first?
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Compare and contrast Describe	Firsthand and secondhand accounts Differences in focus and information provided		Analyze	Provide an account of a recent event that several students attended. It might be a sporting event, school event with their child, or a local town or county meeting to address an issue of concern. Students can compare their personal recollections with what someone wrote about the event (in the local newspaper).
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Interpret Explain	Information How information contributes to understanding	Text	Evaluate	Present a weather map from the newspaper or www.weather.com Daily or even hourly information can be obtained from the Web site. Ask students to explain how the map helps them understand what the weather will be.

RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Explain	How an author uses reasons and evidence	Text	Understand	<p>Provide information about the importance of flea and tick treatment for your dogs and cats. For example, information can be found at http://www.1800petmeds.com/education/flea-and-tick-prevention-7.htm</p> <p>You could provide an article that presents the dangers of using flea and tick medicine for your dog. http://www.ehow.com/list_5809737_dangers-flea-tick-medications-dogs_.html</p> <p>Ask students to read the article and explain how the author uses reasons and evidence to support the points he makes.</p>
RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate	Information	2 texts on the same topic	Apply	<p>Present the following scenario or something similar: You are planning to spend a few days in Louisville. You want to visit some interesting places. Decide what you might like to see after reading the information found at two of the following sites:</p> <p>http://www.tripadvisor.com/Attractions-g39604-Activities-Louisville_Kentucky.html</p> <p>http://www.louisville.com/</p> <p>http://attractions.uptake.com/kentucky/louisville/511666374.html</p>

RI.4.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, of appropriate complexity for NRS Level 3, independently and proficiently.	Read and comprehend	Informational texts	Informational texts (history/social studies, science, and technical texts)	Understand	Ask students to read the information presented on a cereal box or a frozen meal carton to consider how they are meeting their nutritional needs.
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KYAE Common Core Standards

Unpacking Chart for Standards (5th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote	Explaining explicitly Drawing inferences	Text	Analyze	<p>Provide information about school attendance. An example of the policy for Henry County High School can be found at</p> <p>http://www.henry.k12.ky.us/education/components/faq/faq.php?sectiondetailid=279#answer_2</p> <p>Examples of questions that might be asked include, “According to the article, who would be considered a truant?” “Do you think the school principal would call the parents if a student does not show up for school on a school day?”</p>

<p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Determine</p> <p>Explain</p> <p>Summarize</p>	<p>Main ideas (two or more)</p> <p>Support of main idea by key details</p>	<p>Text</p>	<p>Understand</p>	<p>Present the following scenario: Your employer has provided information about a new dress code policy. You need to become familiar with it. What are the main things you need to know?</p> <p>http://www.elinfonet.com/human-resources/Sample-Dress-Code-Policy/</p> <p>Another sample you could use can be found at</p> <p>http://humanresources.about.com/od/workrelationships/a/dress_code.htm</p> <p>Ask, “How would you give the highlights of this policy in a few sentences?”</p>
<p>RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific</p>	<p>Explain</p>	<p>Relationship or interactions</p> <p>(between two or more individuals, events, ideas, or</p>	<p>Text</p> <p>(historical, scientific, or technical text)</p>	<p>Understand</p>	<p>You want to download an e-book to your phone. You don’t know how to go about it. You have found the following information online. Read the text and determine what you must do.</p> <p>http://www.lfpl.org/smart-phones.html</p>

information in the text.		concepts)			
RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to an NRS Level 3 topic or subject area.	Determine	Meaning (general academic and domain-specific words and phrases)	Text	Understand	<p>Provide a bus schedule. This might be a city bus route schedule or a Greyhound schedule between selected cities. (www.greyhound.com)</p> <p>Ask if there are words that are unfamiliar. Ask questions to determine if the students have understood words that might cause some misunderstanding. For example: transfer, departing, arriving, advanced purchase, refundable.</p>
RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Compare and contrast	Overall structure of events, ideas, concepts or information	Two or more texts	Analyze	<p>Present the following scenario: The window of your Honda van will not roll up! What can you do? Here are two articles that might help since it is 9:00 P.M. and the dealership is closed. Compare the information given and decide if there is something you might do besides cover the window in plastic!</p> <p>http://wiki.answers.com/Q/How to fix Odyssey 2001 driver side power window not coming up</p> <p>http://www.ehow.com/how_7645790_fix-window-wont-go-up.html</p>
RI5.6 Analyze multiple accounts of the same	Analyze	Multiple accounts of an		Analyze	Select two or more articles about the importance of physical activity. This could be physical activity for children or for adults. There are many

event or topic, noting important similarities and differences in the point of view they represent.	Note	event or topic Similarities and differences in point of view			<p>sources for such information. Some examples:</p> <p>http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/StartWalking/American-Heart-Association-Guidelines_UCM_307976_Article.jsp</p> <p>http://www.letsmove.gov/get-active</p> <p>Ask students to read the articles and note the similarities and differences they find.</p>
RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Draw on Demonstrate	Information Ability to locate an answer or solve a problem	Multiple print or digital sources	Apply	Choose a topic of interest to the students. For example, ask the students to find the cost of purchasing a used car. You can supply a make and model and some specifics that might be wanted. The students can find the information online or in a newspaper listing.
RI5.8 Explain how an author uses reasons and	Explain	How an author uses	Text	Understand	Present the following scenario: Your friend needs to replace a car. He asks your opinion...should he buy a new or a used car? You found this article online. What will you tell your friend? Provide reasons the author

evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Identify	reasons and evidence Which reasons and evidence support which points			<p>provides to support your answer.</p> <p>http://www.consumerreports.org/cro/cars/car-buying-advice/guide-to-used-car-buying/narrow-your-choices/pros-and-cons-of-buying-used/index.htm</p>
RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate	Information	Several texts on the same topic	Apply	<p>Present the following scenario (or something similar) about undertaking a home improvement project. You want to put up a fence so you have found these articles online about how to go about it. Read the articles and determine the best way to proceed with the project...what materials would be needed, how much time it might take, and the steps one would follow.</p> <p>http://www.ehow.com/how_4517246_put-up-fence-panels.html</p> <p>http://www.cuprinol.co.uk/fences/put_up_a_fence.jsp</p> <p>http://www.ehow.com/how_4906305_put-up-wood-fence-home.html</p> <p>http://www.buzzle.com/articles/how-to-put-up-a-fence.html</p>

RI5.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, of appropriate complexity for NRS Level 3, independently and proficiently.	Read and comprehend	Informational texts	Informational text (history/social studies, science, and technical texts)	Understand	Provide an example of a child's report card obtained from your county elementary and/or middle and/or high school. Ask the students to read the report card. Ask questions to be certain that all sections are understood.
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